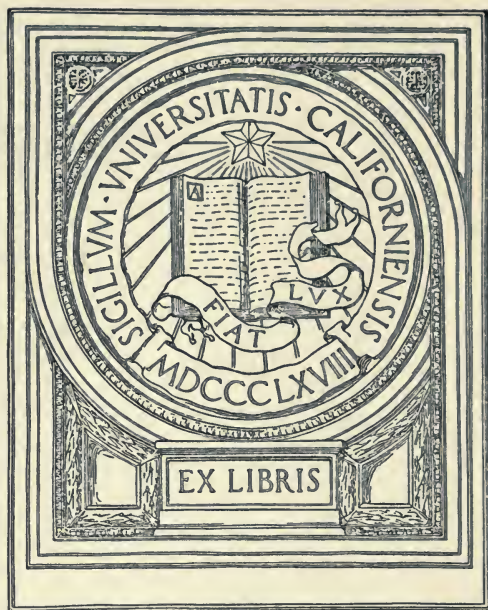


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# HINTS ON THE TEACHING OF GERMAN CONVERSATION

BY  
PHILIP SCHUYLER ALLEN 1871

TOGETHER WITH A LIST OF THE TEXT-  
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# Hints on the Teaching of German Conversation

By PHILIP SCHUYLER ALLEN

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My suggestions are particularly for those teachers of the German language who are neither foreign-born nor Americans of German parentage ; for those teachers who are away from the greater centers of culture, away from the ready help that large colleges and libraries offer ; for those teachers who are confronted, single-handed and alone, with the puzzling problem, " How shall I teach my students German conversation ? "

Now it has been my very good fortune to meet and know hundreds of such teachers. During the eight years in which I was editorial adviser in modern foreign languages for Ginn and Company, much of my correspondence was with teachers in the smaller towns and cities of America. During the fifteen summers in which I have uninterruptedly taught in The University of Chicago, I have come into direct personal touch with such teachers. And we have sat many a sultry afternoon in the inadequate shade of a scrub-oak on the Chicago campus, talking, talking, talking of the smaller but none the less vexing problems which confront the man and the woman who in an unsympathetic environment are honestly endeavoring to further the cause of German in this country.

So it comes that I wish to offer such helpful suggestions as I may regarding conversational German, for I feel sure

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that the audience I want to reach will welcome them. I shall try to be simple and practical — to keep constantly in mind the real needs of real teachers, and to make use of the doctrine of derived interest and the theory of play.

The question is, "How shall we teach students conversational German?" The answer, "By getting them to speak in German about a subject in which they are really interested."

Let us conjure up before us a scene which is recurring day after day: A first-year class in high school is reading in some popular German reader of the death of Balder. The teacher is tempted to begin the lesson by asking for the rules for dependent word-order, or by propounding machine-made Fragen based upon the text: Erzählen Sie Balders Traum! Was sagte Wotan zu dem Traum? Warum erschrafen die Götter? etc.

Now it happens that the students — it is springtime — are slightly tired of Balder. And it also happens that on a previous day the students of this high school have wrested an unexpected victory in baseball from their dearest rivals.

A pardonable guile will lead the teacher to begin the German hour by saying, "Let's talk about *the* game!"

Herr A, haben Sie das Spiel gestern gesehen?

Fräulein B, war es ein aufregendes Spiel?

War es interessant, Herr C?

Wo steckt denn Ihre Stimme, Fräulein D?

Herr E, Sie sind recht müde vom Fangen, nicht wahr?

Sagen Sie mir, Fräulein F, warum haben Sie gestern nachmittag Ihr Deutsch nicht studiert?

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Or, if an interscholastic debate has taken place, the teacher may well ask :

Haben Sie die Debatte gehört, Herr G ?

Fräulein H, haben die Redner gut gesprochen ?

Wie hießen unsere Redner, Herr S ?

Wie hießen die Gegner, Fräulein R ?

A few minutes for conversation of this sort at the beginning of the hour, or whenever interest flags, will brighten the whole recitation period. Students with the most meager linguistic taste will come to like German better the moment they discover that they can convey in it ideas in which they are personally interested. Asking questions about stories which have been once read is often almost like pulling teeth ; students seldom like it, but they enjoy talking of things connected in a vital way with their everyday experience.

Teachers would undoubtedly welcome a conversation-manual which offered model lists of questions and answers that would apply to all the various school activities — football, baseball, track-meets, basket-ball, debates, spelling-bees, anniversary celebrations, the appearance of the annual school-paper, etc. A cleverly constructed manual might also include the simpler summer and winter sports, such as boating, fishing, hunting, skating, sleighing, snowball contests. Whatever else stirs the town for a moment would also be fit material for a manual of German conversation — circus, theater, election of town officers, the burning of a public building, the failure of a bank.

And yet such a conversation-manual would be as apt to do harm as it would to benefit. For the very idea of live

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and interesting conversation is that it proceed not along lines laid down by *others*, but that it answer to the thought which *we* are trying to express at any given moment. Thus one might study all the conversation-manuals from the "foreign phrase-books" of fifty years ago down to Laurence Fossler's charming "Practical German Conversation," and yet never quite know how to say anything one wished to say; for such books are ever teaching you what you may want to say, what you should want to say, what the "average person" does want to say, but what, as a matter of fact, you can travel Germany thrice over without ever once getting a chance to say. And whenever you wish to remark, "I don't care for any more bread, thank you!" there on the tablet of your mind, big as life and plain as fire, is written the phrase from the "phrase-book," "Please pass me the bread."

Another way of avoiding the dulling effect of mechanical answers by the student to mechanical questions by the teacher is to have the students ask questions of one another. Each member of the class is asked to prepare five or six questions on the text the class is reading. A student is then selected to ask the first question, *Fräulein A, wollen Sie bitte eine Frage stellen?* The question, once uttered by Miss A, is criticized by the class. The teacher asks them: *Ist Fräulein A's Frage richtig?* or *Warum ist diese Frage verfehrt?* or *Können Sie die Frage verbessern?* When the class decides the question is in proper form, Miss A chooses the one who must answer it, the teacher asking her, *Wer soll die Frage beantworten?*

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The answer is also criticized by the class. Then the student who has had to answer the first question has the privilege of asking one. The teacher urges him to make his question difficult: *Revandieren Sie sich, Herr B. Machen Sie's dem Fräulein recht schwer!* And so on, as long as time permits.

A valuable *composition* exercise can be made of such questions by having the students go to the board, write their own questions, and criticize those of others.

To vary pleasantly the above exercise, select one student, who has been previously notified, to take the teacher's place and ask questions of the class. Students, at first backward to assume this responsibility, soon delight in the opportunity their brief authority affords them to tease and tantalize their friends. Hilarity—first a breeze of it, then a gale of it—is the sure result of this method of questioning. But why not? More German is learned amid laughter than amid tears. And students like to forget their worries and learn that German is not necessarily

. . . a monster of so frightful mien,  
as to be hated needs but to be seen.

Another variation is to have the students ask whatever questions they will of the teacher. The teacher should pretend to misunderstand any question which is not framed correctly or which is capable of a double interpretation. This leads the student to a clarity and an exactitude which he otherwise would not strive for.

Now I have ever found that classes know more German than they think they do, and there is nothing more

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encouraging for a class than to make this discovery. But it is hard to get a group of individuals to talk at first about matters of their daily enthusiasm, especially before some practical drill in word-order and sentence-organization has been given them. To bridge over the gap between the first stage of conversation work (consisting simply of question and answer) and the last stage (free-hand dialogue on matters of mutual interest), I believe there is nothing more helpful than the playing in class of conversational games of any and every suitable kind.

The teacher must be careful that such games are not misfits. For the high school he must not suggest games which are better fitted for the lower grades : a high-school student no more cares to play a German game which he considers silly than he does an English one. Again, a game which may be played successfully in private school or college can hardly be attempted in the large classes of a high school. The teacher must use his own judgment, both in regard to the games which I suggest below and to any other games he may discover or invent, as to which best suits his particular purpose.

## The Founding of a German Club

To supplement the classroom work and create interest in German, the teacher should organize a German club, to meet once a week throughout term-time, or at least as often as possible. The teacher should not despair of doing this successfully, even if the enthusiasm for German in the school seem to be at a low ebb, for the founding of

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a German club will revive the flagging interest. If for some reason, however, the establishment of such a club should prove really impossible, it will at least be feasible to plan for occasional German socials.

If possible, a room should be secured for the sole use of the club. This would permit suggestive decoration of the walls of the room with Realien — symbols of one sort and another which suggest and interpret modern cultural life in Germany. Wall-maps, photographic views, busts, flags — nothing can be too poor or too simple to press into service in the way of such mural decoration, if the object really reminds of some German fact, or scene, or hero.

To prepare for the first meeting of the club, everything should be done to show students the value they will derive from attending it. As many of the townspeople as possible should be interested in it and given something to do to help make the meeting a success. To insure a good attendance at the first session, the assignment for the following day's German might be shortened for those of the class who attend.

It may or may not be desirable for students to learn in class, in preparation for the first meeting of the German Club, a few of the more important parliamentary expressions. But it is most advisable for the students to practice some game that is going to be used in the club. It is a good plan to divide the club into groups of not more than six or seven, each group having for leader an advanced student, an assistant teacher, or some German friend of the school. A committee-meeting of these group-leaders

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should take place before each gathering of the club, to plan the following program.

The first half hour might be devoted to games in these smaller groups, and the second half hour to an open meeting for business, chorus singing, and a short original program. This last may be the rendition of a German song or two by a good singer, the relating of experiences in Germany by a traveler, or a talk on current events in Germany by some one of the teachers. To encourage beginners, let one student give a brief English report on some phase of German life in which classes naturally would be interested, such as "Athletics in German Schools," "Famous Rhine Legends," "Student Celebrations at a German University," etc. The current magazines are a fruitful field for research along these lines.

For variety, five minutes of the open-meeting time might be spent with some game in which all groups participate. The teacher, for instance, can write on the board the name Johann Wolfgang von Goethe (or Gotthold Ephraim Lessing or Johann Christoph Friedrich von Schiller) and announce a contest, to see who can write the longest list of German words from the letters of the name.

### A Trial Program or Two

7.00-7.30 Classes in conversation — Group games

Gruppe 1, 2, 3, 4 (Anfänger) Kofferpacken

Gruppe 5, 6, 7 (Schüler im zweiten Jahre) Pflanzenquartettspiel

Gruppe 8 und 9 (Die vorgeschrittensten Schüler) Summ!

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7.30–8.00 Open meeting. The chairman of the program committee is responsible for the success of this part

Bereinsgefang: Das Lied der Deutschen

Defflamation: Goethes Der Erfkönig

Kleiner Vortrag über eine Sommerreise durch Deutschland

Solo

Debatte

Englischer Bericht

Bereinsgefang: Die Lorelei

Gefchäftsverfammlung

Erfrifchungen

\* \*  
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7.00–7.30 Gruppenspiele

Gruppe 1, 2, 3, 4 (Anfänger) Uhrspiel

Gruppe 5, 6, 7 (Schüler im zweiten Jahre) Tierquartettspiel

Gruppe 8 und 9 (Die vorgeschrittensten Schüler) Was bringt

die Zeitung — a discussion of various topics culled from a German newspaper

7.30–8.00 Open meeting

Bereinsgefang: Das zerbrochene Ringlein

Defflamation: Lilienkrone Die Mufik kommt

Kleiner Vortrag über deutsche Studentenfitten

Duett

Dialog

Englischer Bericht

Bereinsgefang: Am Brunnen vor dem Tore

Gefchäftsverfammlung

Erfrifchungen

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The most important part of the program is furnished by the refreshments. A fixed charge of twenty-five to fifty cents on each member of the club will ordinarily pay for the simple refreshments desired, and nothing else tends to make a meeting so informal, gives so many a chance to help, and offers material for so much simple and natural German conversation as does the passing of refreshments. Darf ich Ihnen etwas Kuchen anbieten? Danke schön, ich bin ja schon versorgt. Noch ein wenig Zucker gefällig? Wollen Sie so gut sein und mir einen Löffel holen? etc.

The declamation by students of German poems<sup>1</sup> is most desirable. This exercise, as often undertaken in class, rarely yields the best results, because of the formal, stilted nature of the occasion. But a student allowed to select his own favorite and spurred on by the opportunity of such an audience as a German club affords always does his best.

The debate or dialogue is intended to be either dramatic or humorous in character. The teacher will find a large amount of fairly good material for such exercises, generally very cheap, at the German bookstores in this country. Old reading-books, composition-books, books of tales and anecdotes, are often a mine for such material.

What the wise teacher will be working toward, with the organization of his German club behind him, is the production near the end of the school year of a simple German play. Although this may seem at the beginning of the club's existence to be too daring a goal to attempt, the plan once made will carry itself to a successful end.

<sup>1</sup> On page 23 below will be found a poem which is not generally accessible, but which lends itself excellently to declamation.

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Students will work harder to get ready for a play, and will do more competitive work to get on the cast of it, than they will for any other one aim.

There follow a few games which are suggested as helpful for conversational purposes, both in classroom and in German club, and certain of the most popular German songs.

### Kofferpacken

After a class has learned the strong declension of nouns, the following game might profitably be played in a review lesson, to relieve the monotony of classroom drill. It will afford practice in pronunciation and imperceptibly impress upon the learner's mind the gender of the new words.

The teacher might begin by saying :

„Wir wollen nun ein neues Spiel lernen; es heißt: Kofferpacken. Fräulein B, was wollen Sie in Ihren Koffer packen?“

Fräulein B. „Ein Gemälde.“

Lehrer. „Gut; nun, Herr N, in Ihren Koffer müssen Sie dasselbe und sonst noch etwas packen.“

Herr N. „Ein Gemälde und einen Apfel.“

Student No. 3. „Ein Gemälde, einen Apfel und einen Spaten.“

Student No. 4. „Ein Gemälde, einen Apfel, einen Spaten und ein Heft.“

Student No. 5. „Ein Gemälde, einen Apfel, einen Spaten, ein Heft und einen Rock.“

Student No. 6. „Ein Gemälde, einen Apfel, einen Spaten, ein Heft, einen Rock und eine Maus.“

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Student No. 7. „Ein Gemälde, einen Apfel, einen Spaten, ein Heft, einen Rock, eine Maus und einen Wurm.“ Etc.

If a student forgets the next word in order, he should lose his turn.

After the adjectives have been mastered the game can be made more profitable as well as more entertaining by prefixing adjectives to each noun, and alternately using the definite article, the indefinite article, and numerals with or without articles ; for instance, Eine fette Gans, zwei schwarze Mäuse, einen krummen Stock, den uralten Käfig, die interessanten Bücher und zehn blanke Nadeln.

Still more variety can be secured by using the demonstrative and possessive adjectives with the nouns.

### Das Uhrspiel

When students are beginning to learn to tell time the following game helps them gain fluency and accuracy in understanding and expressing certain German idioms. The game may be played in two ways. By the first method some member of the class is asked to put on the board any expression of time ; as, for instance, 8.30 A.M., 2.15 P.M., 12 (midnight), 6.30 A.M. The teacher should turn away and not see what the student has written. After every member of the class has seen the expression on the board, it should be erased.

Then the teacher begins to ask questions, to find out what time of day or night the students have in mind. Suppose that the time was 6.17 A.M. The teacher asks questions and receives answers somewhat as follows :

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„Ist es nach dem Mittagessen?“ „Nein.“

„Nun dann, ist es vor dem Frühstück?“ „Ja.“

„Ist es bald nach Mitternacht?“ „Nein.“

„Ist es sehr lange vorm Frühstück?“ „Nicht sehr.“

„Ist es dann vor sechs Uhr?“ „Nein.“

„Später als halb sieben?“ „Nein.“

(„Also zwischen sechs und halb sieben.“)

„Ist es ein Viertel nach sechs, oder ein Viertel auf sieben?“

„Nein.“

„Später als diese Zeit?“ „Ja.“

(„Also zwischen 6.15 und 6.30.“)

„Ist es zwanzig Minuten nach sechs?“ „Nein.“

„Später als 6.20?“ „Nein.“

(„Also zwischen 6.15 und 6.20.“)

„Ist es vielleicht sechs Uhr achtzehn?“ „Nein.“

„Sechs Uhr neunzehn?“ „Nein.“

„Nun dann, doch sicher sechs Uhr sechzehn?“ „Nein.“

„Dann muß es sechs Uhr sieben sein.“ „Ja!“

In this first method students are comparatively passive ; they are growing accustomed to hearing the time-idioms. After the game has been played in this way several times the second method may be tried. According to this method there is a contest between the two sides of the class, and it often pleases students to have a score-keeper appointed to see which side is the most successful for a week. First the teacher should select a time of day or night and have the class try to find out what time he is thinking of. He should call for volunteers to state questions, and then have pupils, first on the right and then on the left side of the class, take their turn asking these questions.

### Sprichwörter

Viele Hände machen bald ein Ende. Many hands make light work.

Morgenstunde hat Gold im Munde. The early bird catches the first worm.

Es ist nicht alles Gold, was glänzt. All that glitters is not gold.

Der Mensch denkt, Gott lenkt. Man proposes, God disposes. Keine Rose ohne Dorn. No rose without a thorn.

Aus den Augen, aus dem Sinn. Out of sight, out of mind. Aus dem Regen in die Traufe. Out of the frying-pan into the fire.

Man muß das Eisen schmieden, wenn es warm ist. Strike while the iron is hot.

Aller Anfang ist schwer. It's the first step that counts.

Eile mit Weile. Make haste slowly.

Wo Tauben sind, fliegen Tauben zu. Nothing succeeds like success.

Reden ist Silber, Schweigen ist Gold. Speech is silver, silence is gold.

Hunger ist der beste Koch. Hunger is the best sauce.

Übung macht den Meister. Practice makes perfect.

Neue Besen fegen gut. A new broom sweeps clean.

Gleich und gleich gesellt sich gern. Birds of a feather flock together.

Not ist die Mutter der Erfindung. Necessity is the mother of invention.

Frisch gewagt, ist halb gewonnen. Boldly begun is half won.

Ehrlich währt am längsten. Honesty is the best policy.

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Willenskraft Wege schafft. Where there's a will, there's a way.  
Wer zuletzt lacht, lacht am besten. He laughs best who  
laughs last.

Hochmut kommt vor dem Fall. Pride comes before a fall.  
Viele Köche verderben den Brei. Many cooks spoil the broth.  
Rast' ich, rost' ich. It is better to wear out than to rust out.  
Gedanken sind zollfrei. Thoughts are free.

Eine Schwalbe macht noch keinen Sommer. One swallow  
does not make a summer.

### Proverb Game

Each proverb of the preceding list should be cut in two  
and the parts written on separate blank playing cards.  
For instance :

Es ist nicht alles
--------------------

Gold was glänzt
-----------------

The players sit in a ring. After all cards are shuffled and  
dealt, each person in turn draws a card from his right-  
hand neighbor. Whoever finds two cards containing the  
parts of the same proverb has a set and lays it aside. The  
one finding the most sets wins the game. This furnishes  
an incentive to memorize the proverbs.

### Summ

A German way of playing the old-fashioned English  
game of " Buzz." This should be one of the first games  
to play, as it is very easy and gives students confidence in  
pronouncing the foreign words ; it also teaches them the  
numerals in a way not to be easily forgotten.

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Players sit in a circle and count in turn from 1 to 100. The one whose turn it is to say a number containing the figure seven (7, 17, 27, or 37, etc.), or the quantity seven (7, 14, 21, 28, 35, etc.), must say instead „Summ.“ Whoever makes a mistake must suffer one of the following penalties: sit on the piano stool till the next mistake is made; pay a forfeit, to be redeemed later by singing a German song; or introduce his right-hand neighbor to the leader of the game, using the German form of introduction: „Fräulein A, ich stelle Ihnen Herrn B vor.“ Or, „Fräulein C, erlauben Sie mir, Ihnen Herrn D vorzustellen.“ Reply: „Es freut mich, Sie kennen zu lernen.“ Or, „Sehr angenehm, Ihre Bekanntschaft zu machen,“ and so forth.

### Land-, Luft- und Wasserspiel<sup>1</sup>

#### Land

Elefant'—Tiger—Leopard'—Pferd—Auh—Kalb—Ochs  
—Esel—Hund—Käse—Ziege—Maus—Affe—Wolf—  
Ratte—Zebra—Giraf'fe—Löwe—Panther—Biber—  
Maultier—Fuchs—Luchs—Bär—Sa'guar.

#### Luft

Adler—Kondor—Falke—Eule—Auckuck—Specht—  
Ra'kadu—Weise—Rabe—Finke—Ibis—Kolibri—Drossel  
—Star—Schwalbe—Taube—Huhn—Elster—Lerche—  
Krähe—Nachtigall—Kana'rienvogel—Storch—Goldammer  
—Libelle.

<sup>1</sup> The meanings of all words in this and the following games are given in the vocabulary at the end of this pamphlet.

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### Wasser

Walſiſch — Seehund — Krokodil' — Schildkröte — Hummer  
— Schwan — Ente — Gans — Pelikan' — Froſch — Krebs  
— Haiſiſch — Haiſiſch — Schellfiſch — Fiſchotter — Salm  
— Hecht — Butte — Hering — Aal — Karpfen — Sardel'le —  
Bachforelle — Kabeljau — Muſter.

### How to play Land, Luſt, Waſſer

This game is played like "Beast, Bird, and Fish." One person stands in the center of a ring of players, points to a player, and ſays one of the three words, Land or Luſt or Waſſer. Then he counts as rapidly as may be, eins, zwei, drei, vier, fünf, ſechs, ſieben, acht, neun, zehn. Before zehn is uttered the player designated muſt name (with the proper form of the definite article prefixed) a creature of the land, air, or water, depending on which is called for.

If zehn is uttered before the player reſponds properly, he in turn muſt be "it"; that is, he muſt exchange places with the one in the center of the ring. Unless ſtudents have already had drill on the names of beaſts, birds, and fiſhes, it will be advisable to give each one a liſt of them the firſt time the game is played.

### How to play Tierquartett, Vogelquartett, and Pflanzenquartett

Each game conſiſts of twelve ſets, or books, of four cards each. The teacher muſt procure library cards which are as ſtout as poſſible, and for each game make his own

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deck of forty-eight cards. Each of the twelve sets must be copied four times ; for example :

III. Wiedertäuer der Ebenen	III. Wiedertäuer der Ebenen	III. Wiedertäuer der Ebenen	III. Wiedertäuer der Ebenen
<b>Der Dchs</b>	<b>Der Wisent</b>	<b>Das Kamel</b>	<b>Die Giraffe</b>
Der Wisent	Der Dchs	Der Dchs	Der Dchs
Das Kamel	Das Kamel	Der Wisent	Der Wisent
Die Giraffe	Die Giraffe	Die Giraffe	Das Kamel

Remember that the *name* of each card is at the top (below the group-heading) in large letters, and by this name only can the card be asked for. The names in smaller letters serve only to show what cards form that set or book.

Shuffle and deal. The person to the left of the dealer calls for any card he may need to complete a set of which he already holds one. He continues to call for cards until he misses. Then the next player on his left calls in like manner until he misses ; and so on, until all the cards have been called for and formed into sets or books. The player having most books wins the game.

As the purpose of these games is to encourage German conversation, any one who asks a question in English forfeits a card. Any one who calls for a card which he already holds in his own hand forfeits the card to the one of whom he asks it.

Expressions useful in playing these games are : „Fräulein B, bitte, geben Sie mir den Tiger.“ „Es tut mir leid, aber ich kann ihn Ihnen nicht geben.“ „Herr N, wollen Sie mir gefälligst das Renntier reichen?“ „Ich bedaure unendlich ; erstens habe ich kein Renntier ; zweitens könnte ich ein so schweres Tier nicht gut reichen.“ „Fräulein X, seien Sie so

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gut und geben Sie mir den Wolf.“ „Mit dem größten Vergnügen.“ „Herr B, wollen Sie mir den Spinnenaffen geben?“ „Sawohl, Herr C, sehr gerne.“ „Oh, ich habe ein Quartett!“ „Sie sind ein Glücksvogel und ich ein Pechvogel.“

### Tierquartett

#### I. Affenart

1. Der Schimpanse
2. Der Pavian
3. Der Magot
4. Der Spinnenaffe

#### II. Wiederkäuer der Berge

- ✓ 1. Die Ziege
- ✓ 2. Das Schaf
- ✓ 3. Die Gemse
4. Der Saf

#### III. Wiederkäuer der Ebenen

- ✓ 1. Der Ochs
2. Der Wisent
3. Das Kamel
4. Die Giraffe

#### IV. Hirschart

1. Das Elentier
2. Das Renttier
3. Das Damwild
- ✓ 4. Das Reh

#### V. Pferdeart

- ✓ 1. Der Esel
2. Das Zebra
3. Der Tapir
4. Das Rhinoceros

#### VI. Wasser-Säugetiere

1. Der Walfisch
2. Das Meerschwein
3. Der Seehund
4. Das Nilpferd

#### VII. Wieselart

1. Der Iltis
2. Der Marder
3. Das Hermelin<sup>1</sup>
4. Der Dachs

#### VIII. Bären- und Hundart

1. Der Wolf
2. Der Fuchs
3. Das Windspiel
- ✓ 4. Der Eisbär

<sup>1</sup> Der Pelz dieses Tieres heißt der Hermelin!

A teacher who prefers to avoid the complication of this footnote may substitute der Bielfraß or der Bobel for das Hermelin.

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## IX. Katzenart

1. Der Löwe
2. Der Tiger
3. Der Leopard oder Panther
4. Der Luchs

## X. Kleinere Nagetiere

1. Die Maus
2. Die Ratte
3. Das Eichhörnchen
4. Der Hamster

## XI. Größere Nagetiere

1. Der Hase ✓
2. Das Kaninchen
3. Das Murmeltier
4. Der Biber

## XII. Insektenfresser

1. Der Igel
2. Der Maulwurf
3. Die Spitzmaus
4. Die Fledermaus

## Vogelquartett

### I. Tag-Raubvögel

1. Der Adler
2. Der Geier
3. Der Falke
4. Der Weihe

### II. Nacht-Raubvögel oder Eulen

1. Der Uhu
2. Das Käuzchen
3. Die Schleier-Eule
4. Die Wald-Ohreule

### III. Klettervögel

1. Der Papagei ✓
2. Der Kakadu
3. Der Kuckuck
4. Der Specht

### IV. Singvögel

1. Die Nachtigall
2. Die Lerche ✓
3. Das Rotkehlchen
4. Der Distelfink

### V. Tauben

1. Die Haustaube
2. Die Ringeltaube
3. Die Lachtaube
4. Die Turteltaube

### VI. Hühner

1. Der Truthahn oder Puter
2. Der Pfau
3. Das Haushuhn
4. Das Rebhuhn

# The Teaching of German Conversation

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## VII. Laufvögel

1. Der Strauß
2. Der Kasuar
3. Der Emu
4. Der Schnepfenstrauß

## VIII. Sumpfvögel

1. Der Kranich
2. Der Storch
3. Der Reiher
4. Der Ibis

## IX. Seevögel

1. Die Möwe
2. Der Pelikan
3. Der Sturmvogel
4. Der Kiebitz

## X. Standvögel

1. Der Sperling
2. Der Zaunkönig
3. Die Goldammer
4. Der Rabe

## XI. Land-Zugvögel

1. Die Schwalbe
2. Die Amsel
3. Der Wiedehopf
4. Die Krähe

## XII. Wasser-Zugvögel

1. Die wilde Gans
2. Die wilde Ente
3. Der Schwan
4. Der Flamingo

## Pflanzenquartett

### I. Waldblumen

1. Der zierliche Waldmeister
2. Die wilde Rose
3. Das blaue Immergrün
4. Der edle Enzian

### II. Feldblumen

1. Die schädliche Kornrade
2. Die kriechende Ackerwinde
3. Die gelbe Butterblume
4. Die schöne Kornblume

### III. Gartenblumen

1. Die herrliche Lilie
2. Die bunte Aster
3. Das reizende Stiefmütterchen
4. Die wohlriechende Nelke

### IV. Arzneipflanzen

1. Das narkotische Bittersüß
2. Das isländische Moos
3. Die schmerzstillende Pfefferminze
4. Die aromatische Kamille

# The Teaching of German Conversation

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## V. Giftpflanzen

1. Die gemeine Tollkirsche
2. Der tödliche Schierling
3. Der wahre Eisenhut
4. Der prächtige Mohn

## VI. Ziersträucher

1. Der duftende Flieder  
(Syringe)
2. Das bekannte Geißblatt
3. Der beliebte Schneeball-  
strauch
4. Der kleinblütige Weißdorn

## VII. Nutzsträucher

1. Der stachelige Wacholder
2. Der nützliche Holunder-  
strauch
3. Die biegsame Korbweide
4. Der medizinische Schlehen-  
strauch

## VIII. Beerenobst

1. Die gewürzige Erdbeere
2. Die rote Himbeere
3. Die schwarze Johannis-  
beere
4. Die saftige Stachelbeere

## IX. Waldbäume

1. Die starke Eiche
2. Die stattliche Buche
3. Die schattige Linde
4. Die hohe Tanne

## X. Obstbäume

1. Der weitverbreitete Apfel-  
baum
2. Der langlebige Birn-  
baum
3. Der fruchtbare Kirschen-  
baum
4. Der niedrige Aprikosen-  
baum

## XI. Getreide

1. Der Weizen
2. Der Roggen
3. Der Hafer
4. Die Gerste

## XII. Gemüse

1. Der Spinat
2. Die Bohne
3. Die Erbse
4. Der Blumenkohl

## Die Musik kommt

1. Klingling, bumbum und tchingdada,  
Zieht im Triumph der Perserschah?  
Und um die Ecke brausend bricht's  
Wie Tubaton des Weltgerichts,  
Voran der Schellenträger.

2. Brumbrum, das große Bombardon,  
Der Beckenschlag, das Helikon,  
Die Pikkolo, der Zinkenist,  
Die Türkentrommel, der Flötist,  
Und dann der Herr Hauptmann.

3. Der Hauptmann naht mit stolzem Sinn,  
Die Schuppenketten unterm Kinn,  
Die Schärpe schnürt den schlanken Leib,  
Beim Zeus! Das ist kein Zeitvertreib;  
Und dann die Herren Leutnants.

4. Zwei Leutnants, rosenrot und braun,  
Die Fahne schützen sie als Baun,  
Die Fahne kommt, den Hut nimm ab,  
Der sind wir treu bis an das Grab!  
Und dann die Grenadiere.

5. Der Grenadier in strammem Tritt,  
In Schritt und Tritt und Tritt und Schritt,  
Das stampft und dröhnt und klappt und flirrt,  
Laternenglas und Fenster flirrt,  
Und dann die kleinen Mädchen.

6. Die Mädchen alle, Kopf an Kopf,  
Das Auge blau und blond der Zopf,  
Aus Thür und Tor und Hof und Haus  
Schaut Mine, Trine, Stine aus ;  
Vorbei ist die Musik.

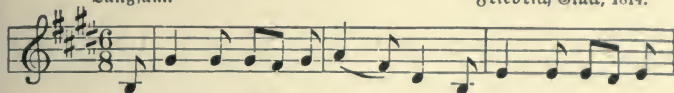
7. Klingling, tschingtsching und Paukentrach,  
Noch aus der Ferne tönt es schwach,  
Ganz leise bumbumbum tsching ;  
Zog da ein bunter Schmetterling,  
Tschingtsching, bum, um die Ecke ?

# The Teaching of German Conversation

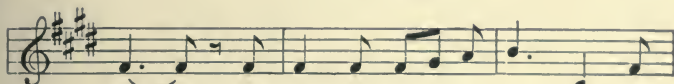
## Das zerbrochene Ringlein

Langsam.

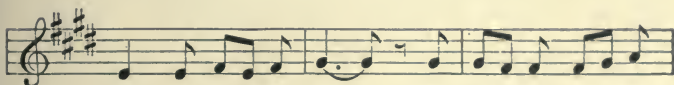
Friedrich Gluck, 1814.



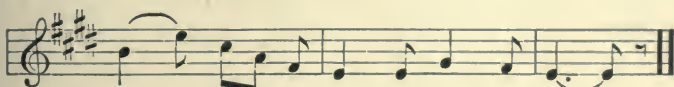
1. In ei = nem küß = len Brun = de, da geht ein Müh = len =



rad, mein' Lieb = ste ist ver = schun = den, die



dort ge = woh = net hat; mein' Lieb = ste ist ver =



schun = den, die dort ge = woh = net hat.

2. Sie hat mir Treu' versprochen, gab mir ein Ring dabei, sie hat die Treu' gebrochen, mein Ringlein sprang entzwei.

3. Ich möcht' als Spielmann reisen weit in die Welt hinaus, und singen meine Weisen, und gehn von Haus zu Haus.

4. Ich möcht' als Reiter fliegen wohl in die blut'ge Schlacht, um stille Feuer liegen im Feld bei dunkler Nacht.

5. Hör' ich das Mührlad gehen: ich weiß nicht, was ich will — ich möcht' am liebsten sterben, da wär's auf einmal still!

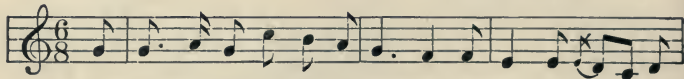
Joseph von Eichendorff, 1810.

# The Teaching of German Conversation

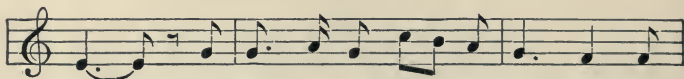
## Lorelei

Langsam.

Friedrich Silcher, 1837-1839.



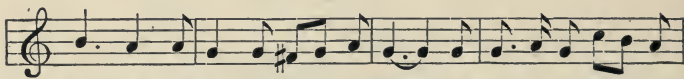
1. Ich weiß nicht, was soll es be=deu=ten, daß ich so trau=rig



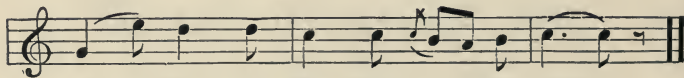
bin; ein Mär=chen aus al=ten Zei=ten, daß



kommt mir nicht aus dem Sinn. Die Luft ist kühl und es



dun=felt, und ru=hig fließt der Rhein; der Gip=fel des Ber=ges



fun=felt im A=bend=son=nen=schein.

2. Die schönste Jungfrau sitzet dort oben wunderbar, ihr goldnes  
Geschmeide blicket, sie kämmt ihr goldenes Haar. Sie kämmt es mit gol-  
denem Kamme und singt ein Lied dabei; das hat eine wunderfame, ge-  
waltige Melodei.

3. Den Schiffer im kleinen Schiffe ergreift es mit wildem Weh; er  
schaut nicht die Felsenriffe, er schaut nur hinaus in die Höh'. Ich glaube,  
die Wellen verschlingen am Ende Schiffer und Rahn; und das hat mit  
ihrem Singen die Lorelei getan.

Heinrich Heine, 1822-1823.

# The Teaching of German Conversation

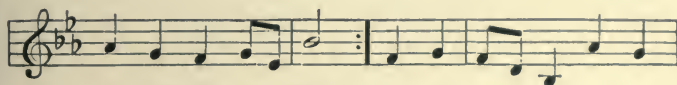
## Das Lied der Deutschen

(Original G-Dur.)  
Langsam.

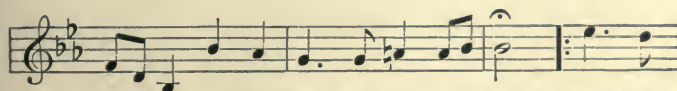
Joseph Haydn, 1797.



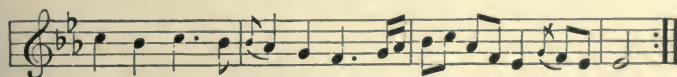
1. { Deutschland, Deutschland ü = ber al = leß, ü = ber  
wenn es stets zu Schutz und Trut = ze brü = der =



al = leß in der Welt, } von der Maas bis an die  
lich zu = sam = men = hält, }



Me = mel, von der Etsch bis an den Belt — Deutschland,



Deutschland ü = ber al = leß, ü = ber al = leß in der Welt!

2. Deutsche Frauen, deutsche Treue, deutscher Wein und deutscher Sang sollen in der Welt behalten ihren alten schönen Klang, uns zu edler Tat begeistern unser ganzes Leben lang — |: deutsche Frauen, deutsche Treue, deutscher Wein und deutscher Sang! :|

3. Einigkeit und Recht und Freiheit für das deutsche Vaterland! Danach laßt uns alle streben brüderlich mit Herz und Hand! Einigkeit und Recht und Freiheit sind des Glückes Unterpfand — |: Blüh' im Glanze dieses Glückes, blühe, deutsches Vaterland! :|

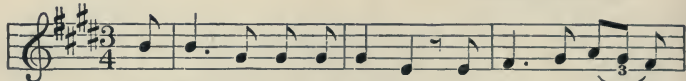
Hoffmann von Fallersleben, 1841.

# The Teaching of German Conversation

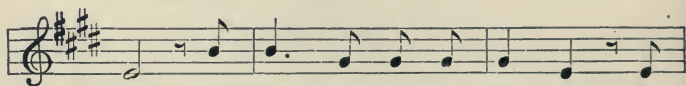
## Der Lindenbaum

Mäßig.

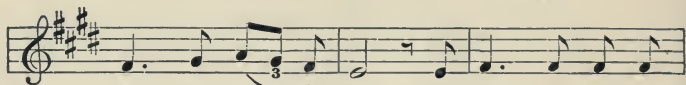
Franz Schubert, 1827.



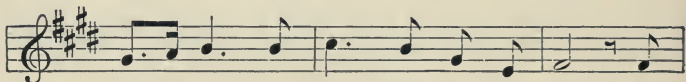
1. Am Brun=nen vor dem Lo = re da steht ein Lin=den=



baum; ich träumt' in sei = nem Schat = ten so



man = chen sü = ßen Traum. Ich schnitt in sei = ne



Nin = de so man = ches lie = be Wort; es



zog in Freud' und Lei = de zu ihm mich im=mer=fort.

2. Ich mußt' auch heute wandern vorbei in tiefer Nacht, da hab' ich noch im Dunkel die Augen zugemacht. Und seine Zweige rauschten, als riefen sie mir zu: Komm her zu mir, Geselle, hier findest du deine Ruh'!

3. Die kalten Winde bliesen mir grad ins Angesicht, der Hut flog mir vom Kopfe, ich wendete mich nicht. Nun bin ich manche Stunde entfernt von jenem Ort, und immer hör' ich's rauschen: Du fändest Ruhe dort!

Wilhelm Müller, 1822.

## Der Wirtin Töchterlein

Sehr mäßig.

Volksweise.



1. Es zo = gen drei Bur = schen wohl ü = ber den



Rhein, bei ei = ner Frau Wir = tin, da fehr = ten sie



ein, bei ei = ner Frau Wir = tin, da fehr = ten sie ein.

2. „Frau Wirtin, hat Sie gut Bier und Wein? |: Wo hat Sie ihr schönes Töchterlein?“ :|

3. „Mein Bier und Wein ist frisch und klar. |: Mein Töchterlein liegt auf der Totenbahr.“ :|

4. Und als sie traten zur Kammer hinein, |: da lag sie in einem schwarzen Schrein. :|

5. Der erste, der schlug den Schleier zurück |: und schaute sie an mit traurigem Blick: :|

6. „Ach, lebstest du noch, du schöne Maid! |: Ich würde dich lieben von dieser Zeit.“ :|

7. Der zweite deckte den Schleier zu |: und kehrte sich ab und weinte dazu: :|

8. „Ach, daß du liegst auf der Totenbahr'! |: Ich hab' dich geliebet so manches Jahr.“ :|

9. Der dritte hub ihn wieder sogleich |: und küßte sie auf den Mund so bleich: :|

10. „Dich lieb' ich immer, dich lieb' ich noch heut |: und werde dich lieben in Ewigkeit.“ :|

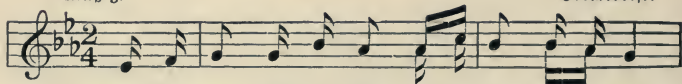
Ludwig Uhland, 1809.

# The Teaching of German Conversation

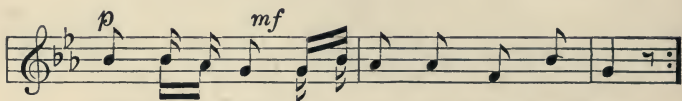
## Abschied

Mäßig.

Volksweise.



1. { Muß i denn, muß i denn zum Städ = te = le 'naus,  
Wenn i komm', wenn i komm', wenn i wie = drum komm',



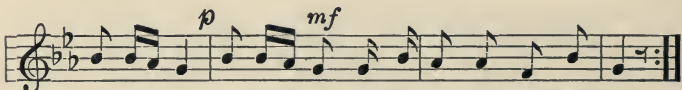
Städ = te = le 'naus und du, mein Schatz, bleibst hier? }  
wie = drum komm', fehr' i ein, mein Schatz, bei dir. }



Kann i gleich net all = weil bei dir sein, han i



doch mein' Freud' an dir; wenn i komm', wenn i komm', wenn i



wiedrumkomm', wiedrumkomm', fehr' i ein, mein Schatz, bei dir.

2. Wie du weinst, wie du weinst, daß i wandere muß, wie wenn d' Lieb' jezt wär' vorbei. Sind au drauß, sind au drauß der Mädele viel, lieber Schatz, i bleib' dir treu. Denk' du net, wenn i en andere seh', no sei mein' Lieb' vorbei; sind au drauß usw.

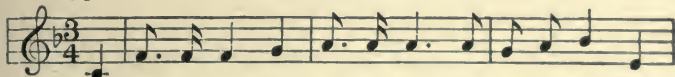
3. Übers Jahr, übers Jahr, wenn me Träubele schneidt, stell' i hier mi wiedrum ein; bin i dann, bin i dann dein Schätzele noch, so soll die Hochzeit sein. Übers Jahr, da ist mein' Zeit vorbei, da g'hör' i mein und dein; bin i dann usw.

Volkslied.

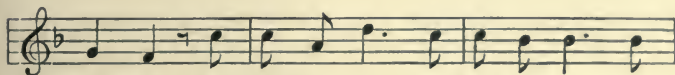
# The Teaching of German Conversation

## Der Tannenbaum

Mäßig.



1. O Tan-nen=baum, O Tan-nen=baum, wie treu sind dei = ne



Blät = ter! Du grünst nicht nur zur Som-mer=zeit, nein,



auch im Win = ter, wenn es schneit. O Tan = nen-baum, O



Tan = nen-baum, wie treu sind dei = ne Blät = ter!

2. O Mägdelein, o Mägdelein, wie falsch ist de'n Gemüte! Du schwurst mir Treu' in meinem Glück, nun arm ich bin, gehst du zurück! O Mägdelein, o Mägdelein, wie falsch ist dein Gemüte!

3. Die Nachtigall, die Nachtigall nahmst du dir zum Exempel! Sie bleibt solange der Sommer lacht, im Herbst sie sich von dannen macht: Die Nachtigall, die Nachtigall nahmst du dir zum Exempel!

4. Der Bach im Tal, der Bach im Tal ist deiner Falschheit Spiegel! Er strömt allein, wenn Regen fließt, bei Dürre' er bald den Quell ver-schließt: Der Bach im Tal, der Bach im Tal ist deiner Falschheit Spiegel!

# VOCABULARY

der Aal (-e) eel	bunt <i>adj.</i> gay-colored, variegated
die Ackerwinde (-n) bindweed	die Butte (-n) flounder
der Adler (-) eagle	die Butterblume (-n) buttercup
der Affe (-n) monkey, ape	der Dachs (-e) badger
die Affenart (-en) ape and monkey kind	daß Damwild fallow deer
die Amsel (-n) ousel, blackbird	der Distelfink (-en) goldfinch
der Apfelbaum ("e) apple-tree	die Drossel (-n) thrush
der Aprikosenbaum ("e) apricot- tree	duftend <i>adj.</i> fragrant
aroma'tisch <i>adj.</i> aromatic	die Ebene (-n) plain
die Arznei'pflanze (-n) medicinal plant	edel <i>adj.</i> noble
die Aster (-n) aster	die Eiche (-n) oak
die Auster (-n) oyster	daß Eichhörnchen (-) squirrel
die Bachforelle (-n) brook trout	der Eisbär (-en) polar bear
der Bär (-en) bear	der Eishut ("e) monkshood, aconite
daß Beerenobst berries	der Elefant' (-en) elephant
bekannt' <i>adj.</i> familiar, well-known	daß E'lentier [ <i>second e not obscure</i> ] (-e) elk (= American moose, not American "elk")
beliebt' <i>adj.</i> popular	die Elster (-n) magpie
der Berg (-e) mountain	der Emu (-s) emu
der Biber (-) beaver	die Ente (-n) duck
biegsam <i>adj.</i> pliant, flexible	der En'ziān (-e) gentian
der Birnbaum ("e) pear-tree	die Erbse (-n) pea
daß Bittersüß (-e) bitter-sweet	die Erdbeere (-n) strawberry
blau <i>adj.</i> blue	der Esel (-) donkey
der Blumenkohl cauliflower	die Eule (-n) owl
die Bohne (-n) bean	der Falke (-n) falcon
die Buche (-n) beech	die Feldblume (-n) field flower

# Vocabulary

der Finte (-n) finch	der Hase (-n) hare
die Fischotter (-n) otter	das Haushuhn ( <sup>er</sup> ) domestic fowl
der Flamin'go [ <i>sound the g</i> ] (-s) flamingo	die Haustaube (-n) domestic pigeon
die Fledermaus ( <sup>e</sup> ) bat	der Hecht (-e) pike
der Flieder (-) lilac	heißen (ie, ie) <i>intr.</i> the name of . . . is
der Frosch ( <sup>e</sup> ) frog	der Hering (-e) herring
fruchtbar <i>adj.</i> fruitful	das ( <i>beast</i> ) or der ( <i>fur</i> ) Hermelin' (-e) ermine, stoat
der Fuchs ( <sup>e</sup> ) fox	herrlich <i>adj.</i> splendid
die Gans ( <sup>e</sup> ) goose	die Himbeere (-n) raspberry
die Gartenblume (-n) garden flower	die Hirschart (-en) deer kind
der Geier (-) vulture	hoch (höher, am höchsten) high, tall
das Geißblatt ( <sup>er</sup> ) honeysuckle	der Holun'derstrauch ( <sup>e</sup> or <sup>er</sup> ) elder
gelb <i>adj.</i> yellow	das Huhn ( <sup>er</sup> ) fowl, hen, bird of the hen type
gemein' <i>adj.</i> common	die Hummer (-n) lobster
die Gemse (-n) chamois	der Hund (-e) dog
das Gemü'se (-) vegetable, vegetables	die Hundearr (-en) dog kind
die Gerste barley	der Ibis (-fe) ibis
das Getrei'de (-) grain, cereals	der Igel (-) hedgehog
gewür'zig <i>adj.</i> spicy	der Iltis (-fe) polecat (not skunk, but a dry-land mink)
die Giftpflanze (-n) poisonous plant	das Immergrün (-e) periwinkle
die Giraf'fe (-n) giraffe	der Insekt'enfresser (-) insect-eater, insectivorous beast
die Goldammer (-n) yellow-hammer	is'ländisch <i>adj.</i> Iceland-, Icelandic
groß <i>adj.</i> (größer, am größten) large	der Ja'guar (-e) jaguar
der Hafer oats	der Jak (-s) yak
der Hai'sch (-e) shark	die Johan'nisbeere (-n) currant
der Hamster (-) hamster (practically a good-sized gopher)	der Ka'beljan (-e or -s) codfish
	der Ka'ladu (-s) cockatoo

## Vocabulary

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- das Kalb (<sup>er</sup>) calf  
 das Kamēl' (-e) camel  
 die Kamil'le (-n) camomile  
 der Kana'rienvogel [*sound i and e separately*] (<sup>n</sup>) canary bird  
 das Kanin'chen (-) rabbit  
 der Karpfen (-) carp  
 der Kasuar' (-e) cassowary  
 die Katze (-n) cat  
 die Katzenart (-en) cat kind  
 das Käuzchen (-) little barn-owl  
 der Kiebitz (-e) pewit, plover  
 der Kirschenbaum (<sup>e</sup>) cherry-tree  
 klein *adj.* small  
 kleinblütig *adj.* small-blossomed  
 der Klettervogel (<sup>n</sup>) climber  
 der Ko'libri (-s) humming-bird  
 der Kon'dor (-e) condor  
 die Korbweide (-n) basket-willow,  
     osier  
 die Kornblume (-n) corn-flower,  
     blue-bottle, bachelor's-button  
 die Kornrade (-n) corn-cockle  
 die Krähe (-n) crow  
 der Kranich (-e) crane  
 der Krebs (-e) crab  
 kriechen (o,v) *intr.* creep  
 das Krokodil' (-e) crocodile  
 der Kuckuck (-e) cuckoo  
 die Kuh (<sup>e</sup>) cow  
 die Lachtaube (-n) collared dove,  
     Barbary dove  
 das Land (<sup>er</sup>) land  
 langlebig *adj.* long-lived  
 der Laufvogel (<sup>n</sup>) running bird,  
     bird of the ostrich type  
 der Leopard' (-e or -en) leopard  
 die Lerche (-n) lark  
 die Libel'le (-n) dragon-fly  
 die Lilie [*sound i and e separately*]  
     (-n) lily  
 die Linde (-n) linden  
 der Löwe (-n) lion  
 der Luchs (-e) lynx  
 die Luft (<sup>e</sup>) air  
 der Mä'got (-e) Barbary ape,  
     Gibraltar monkey  
 der Maifisch (-e) shad  
 der Marder (-) marten  
 das Maultier (-e) mule  
 der Maulwurf (<sup>e</sup>) mole  
 die Maus (<sup>e</sup>) mouse  
 medizi'nisch *adj.* medicinal, medical  
 das Meerschwein (-e) porpoise  
 die Meise (-n) titmouse, tomtit  
 der Mohn (-e) poppy, poppies  
 das Moos (-e) moss  
 die Möwe (-n) gull  
 das Murmeltier (-e) marmot (Eu-  
     ropean woodchuck)  
 die Nacht (<sup>e</sup>) night  
 die Nachtigall (-en) nightingale  
 das Nagetier (-e) rodent  
 narke'tisch *adj.* narcotic  
 die Nelke (-n) pink  
 niedrig *adj.* low, lowly

# Vocabulary

daß Nilpferd (-e) hippopotamus	daß Rotkehlchen (-) robin redbreast
nützlich <i>adj.</i> useful	saftig <i>adj.</i> juicy
der Nutzstrauch ( <sup>ne</sup> or <sup>ner</sup> ) useful shrub	der Salm (-e) salmon
der Obstbaum ( <sup>ne</sup> ) fruit-tree	die Sardel'le (-n) anchovy
der Ochs (-en) ox	daß Säugetier (-e) mammal
der Panther (-) panther, leopard (not the American "panther")	schädlich <i>adj.</i> noxious
der Papagei' (-en) parrot	daß Schaf (-e) sheep
der Pa'viān (-e) baboon	schattig <i>adj.</i> shady
der Pelikān' (-e) pelican	der Schellfisch (-e) haddock
der Pelz (-e) fur	der Schierling (-e) hemlock (not the tree)
der Pfau (-en) peacock	die Schildkröte (-n) turtle, tortoise
die Pfeffermin'ze peppermint	der Schimpan'se (-n) chimpanzee
daß Pferd (-e) horse	der Schlehenstrauch ( <sup>ne</sup> or <sup>ner</sup> ) sloe-tree, blackthorn
die Pferdeart (-en) horse kind	die Schleier-Gule (-n) white owl
die Pflanze (-n) plant	schmerzstillend <i>adj.</i> pain-relieving
prächtigt <i>adj.</i> splendid, magnificent	der Schneeballstrauch ( <sup>ne</sup> or <sup>ner</sup> ) guelder-rose, snowball-tree
der Puter (-) turkey	der Schnepfenstrauch (-e, also -en) apteryx
der Rabe (-n) raven	schön <i>adj.</i> beautiful
die Ratte (-n) rat	die Schwalbe (-n) swallow
der Raubvogel ( <sup>n</sup> ) bird of prey	der Schwan ( <sup>ne</sup> ) swan
daß Rebhuhn ( <sup>ner</sup> ) partridge	schwarz <i>adj.</i> black
daß Reh (-e) roe (very small deer)	der Seehund (-e) seal
der Reiher (-) heron	der Seevogel ( <sup>n</sup> ) sea-bird
reizend <i>adj.</i> charming	der Singvogel ( <sup>n</sup> ) singing bird
daß Renttier (-e) reindeer	der Specht (-e) woodpecker
daß Rhino'zeros (-se) rhinoceros	der Sperling (-e) sparrow
die Ringeltaube (-n) ring-dove, cushat	der Spināt' spinach
der Roggen rye	der Spinnenaffe (-n) spider-monkey
die Rose (-n) rose	die Spitzmaus ( <sup>ne</sup> ) shrew
rot <i>adj.</i> red	

## Vocabulary

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die Stachelbeere (-n) gooseberry  
 stachelig *adj.* thorny, prickly  
 der Standvogel (<sup>n</sup>) sedentary bird,  
     non-migratory bird  
 der Star (-e) starling  
 stark *adj.* strong  
 stattlich *adj.* goodly, handsome  
 daß Stiefmütterchen (-) pansy  
 der Storch (<sup>n</sup>e) stork  
 der Strauß (-e, also -en) ostrich  
 der Sturmvogel (<sup>n</sup>) stormy petrel  
 der Sumpfvogel (<sup>n</sup>) marsh bird,  
     wader, wading bird  
 die Syrin'ge [*do not sound the g*]  
     (-n) lilac (not our "syringa")  
 der Tag (-e) day  
 die Tanne (-n) fir  
 der Ta'pir (-e) tapir  
 die Taube (-n) pigeon, dove  
 daß Tier (-e) beast  
 der Tiger (-) tiger  
 tödlich *adj.* deadly  
 die Tollkirsche (-n) 'belladonna,  
     deadly nightshade  
 der Truthahn (<sup>n</sup>e) turkey  
 die Turkelstaube (-n) turtle-dove  
 der Uhu (-e) horned owl  
 der Vielfraß (-e) glutton, wolverene  
 der Vogel (<sup>n</sup>) bird  
 der Wachol'der (-) juniper  
 wahr *adj.* true

der Waldbaum (<sup>n</sup>e) forest tree  
 die Waldblume (-n) wood flower  
 der Waldmeister (-) sweet-scented  
     woodruff  
 die Wald-Ohreule (-n) eagle-owl  
 der Walfisch (-e) whale  
 daß Wasser (-) water  
 der Weihe (-n) kite  
 der Weißdorn (-en) hawthorn  
 weitverbreitet *adj.* widely distrib-  
     uted  
 der Weizen wheat  
 der Wiedehopf (-e) hoopoe  
 der Wiederkäuer (-) ruminant  
 die Wieselart (-en) weasel kind  
 wild wild  
 daß Windspiel (-e) greyhound  
 der Wisent (-e) bison, aurochs  
     (not the Auerochß of ancient and  
     medieval Germany)  
 wohlriechend sweet-smelling  
 der Wolf (<sup>n</sup>e) wolf  
 der Zaunkönig (-e) wren  
 daß Zebra (-ß) zebra  
 die Ziege (-n) goat  
 zierlich *adj.* pretty  
 der Zierstrauch (<sup>n</sup>e or <sup>n</sup>er) ornamen-  
     tal shrub  
 der Zobel (-) sable  
 der Zugvogel (<sup>n</sup>) bird of passage,  
     migratory bird

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